



How the aim of Lifelong Learning will change the work of Programme Coordinators in Metropolia

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ABSTRACT

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How the aim of Lifelong Learning will change the work of Programme Coordinators in Metropolia

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This thesis is research of how the aim of increasing amount of continuous learning will change the work of Programme Coordinators in Metropolia University of Applied Sciences.

The Ministry of Education and Culture released "Proposal for Finland" in October 2017. Continuous learning is important part of this proposal. The aim in Finland is to become a nation with the most competent labor force.

The purpose of the study was to find out how these aims may change the work of Programme Coordinators in Metropolia, how the topic is already known and what kind of information should be offered.

This phenomenological research was conducted by sending a questionnaire and interviews. The data were collected through a semi-structured interview with five Programme Coordinators.

The majority of respondents needed more information concerning continuous learning and wanted clarification about the process. Most of them thought that increasing amount of continuous education would also increase the work of Programme Coordinators.

The findings indicate that training or education for Programme Coordinators would be needed to improve their competence on continuous learning.

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GLOSSARY AND TERMS

3AMK	strategic alliance of the three biggest Universities of Applied Sciences in Helsinki metropolitan area: Haaga-Helia, Laurea and Metropolia
CampusOnline	Portal offering online courses by more than twenty Finnish Universities of applied sciences
Metropolia	Metropolia University of Applied Sciences
OECD	The Organisation for Economic Co-operation and Development

1 INTRODUCTION

The topic of this thesis is “How the aim of Lifelong Learning will change the work of Programme Coordinators in Metropolia”.

Working in Metropolia UAS for eleven years, has given me understanding of operations of higher education institute. I have worked several years as a Secretary in Continuing Education and Enterprise Service and four years as a Programme Coordinator in Continuing Education and Enterprise Services, in Degree Programmes of Automotive Engineering, Mechanical Engineering and Nursing. This work experience has given many-sided experience of different sectors of higher education: degree programmes, Continuing Higher Education, Customized Training and Services, Open UAS Education and Professional Specialisation Studies.

In Metropolia, there are 42 Programme Coordinators and 45 Coordinators of other matters such as Student Affairs, Research Development and Innovation and Information Management and System Services. This research focuses on 42 workers with the title of Programme Coordinator. However, their title is the same, their job descriptions vary a lot. Some Coordinators work closely with degree programs, some of them give student counselling and others barely have any contacts with students, some have their own specific area of responsible that has very little to do with degree programs.

New core funding model of Universities of Applied Sciences includes several components, may change the work of Programme Coordinators. Continuous Learning is one of them with 9 % of the core funding. Being tenth of the core funding means that the importance of Continuous Learning has been elevated to a new level. New plans have to be made to ensure that structures are ready for the increasing amount of Continuous Learners.

1.1 Thesis topic

The objective of this thesis is to find out how the aim of increasing continuous learning services set by Finnish Government may change the work of Programme Coordinators in Metropolia University of Applied Sciences and what kind of information will be needed to ensure the competence of Study Coordinators in this changing situation.

1.2 Background

In Finland, there are 13 Universities and 23 Universities of Applied Sciences. The core funding of these higher education institutes comes from public funds. It is conducted to them by financing model managed by Ministry of Education and Culture. (Korkeakoulutus ja tutkimus 2030 luvulle. 2017, 32.)

In Universities of Applied Science, students can complete both Bachelor's degrees and Master's degrees. These degrees are equivalent with same level degrees conferred by universities. Universities of Applied Science can also provide open UAS studies, which may be courses, module studies or path studies. In addition to that, they may provide professional specialization programs and continuing professional education. (Ministry of Education and Culture. 2020.)

Metropolia University of Applied Sciences (Metropolia) was established in August 2008 when Stadia and EVTEK merged. The number of personnel is 920. Majority of personnel, 58 % has Master's degree. (Metropolia: About us 2020.) There are four Schools: Business, Culture, Health Care and Social Services and Technology. Metropolia has 69 degree programmes and 16 400 students.

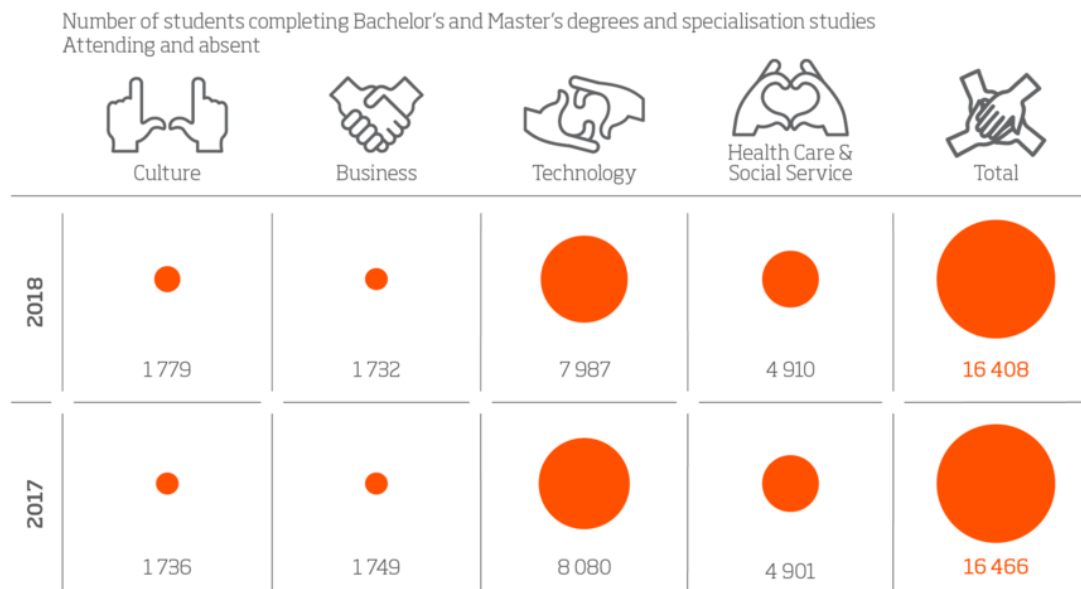
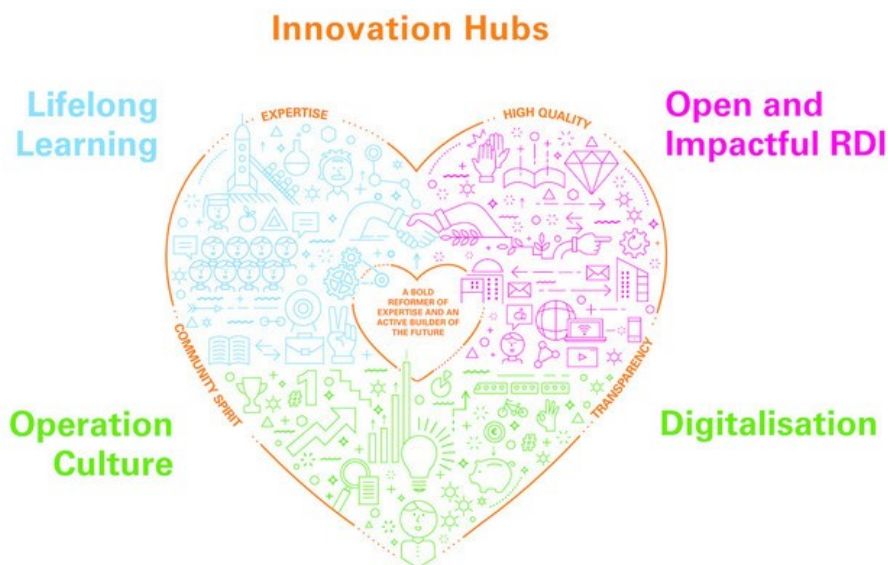


FIGURE 1. Completing students in Metropolia (Metropolia 2020).

As shown above in Figure 1. Technology with almost 8000 completing students is the biggest School in Metropolia. Health Care and Social Services is the second with 4900 students. Business and Culture are almost the same size measured by students but there are doubly amount of degree programmes in Culture.

As shown in Picture 1 below, Metropolia's strategy 2020 is to be impressive player in higher education (Metropolia. About us. Strategy 2020. 2019). This requires investing in RDI (Research, Development and Innovation), increasing digitalisation, improving operation culture and concentrating on lifelong learning. New Innovation Hubs of Metropolia, established 2019, have important role in the strategy of the future. Innovation hubs are designed to combine the needs of business, research institutes, cities and organizations, residents of the area, Metropolia's students, teachers and other experts. The objective is to create something new, to innovate better functioning solutions. (Metropolia. Asiakasläh- töiset hyvinvointi- ja terveystalvelut. 2019.)

Impressive Player in Higher Education



PICTURE 1. Metropolia's strategy 2020 (Metropolia. About us. Strategy 2020.)

Metropolia has been the largest UAS in Finland from its beginning. Although every eighth UAS student in Finland graduates from Metropolia, the size is not enough as the competition between higher education institutes accelerates (Metropolia 2020). Tightening core funding has forced all 23 Universities of Applied Sciences operating as public limited companies in the Ministry of Education and Culture's administrative branch, to think their finance again and to find new ways to capitalize their functions (Ministry of Education and Culture, 2019).

1.3 Thesis Objective and Purpose

The objective of the thesis is to find out how increasing amount of continuous learning will change the work of Programme Coordinators in Metropolia UAS. In addition objective is to find out, will Programme Coordinators need more information or training concerning new aim that also influences UAS's funding.

The importance of continuous learning has emphasized since it has been recognized that some occupations will cease to exist, work assignments will change and new skills will be needed in digitalizing world (Sitra 2020). Because of this, in

future society one occupation is not enough. Succeeding in the labor market requires constant updating of skills and willingness to learn new things. It is important that higher education institutes are capable of answering this need and that they have diverse selection of studies to offer.

1.4 Research Questions

Research questions are:

- How will the increasing amount of continuous learning services change the work of Programme Coordinators in Metropolia?
- Will there be increased need for information concerning these changes and how should Metropolia improve the professional ability of their Programme Coordinators?

1.5 Concepts and Theories

Theoretical framework consists of theories of lifelong learning and continuous education. The job description of Programme Coordinators will be described the way the coordinators see it themselves. Though the same title is widely used in Finnish Universities of Applied Sciences, the job description varies even in Metropolia among Programme Coordinators. Because there is no previous studies about the job description of Programme Coordinators, the results of the questionnaire made by Metropolia's HR provides the needed information.

1.5.1 Lifelong Learning Theories

Cambridge Dictionary defines lifelong learning:

“The process of gaining knowledge and skills throughout your life, often to help you do your job properly” (Cambridge Dictionary, 2019).

The term continuous learning, which is widely used in the same meaning, is not defined in the Cambridge Dictionary.

According to Statistics Finland lifelong learning (LLL) is:

“Encompassing all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and/or employment-related perspective” (Statistics Finland, 2019).

Lifelong learning can be seen as a long-term decision made on a personal level. Someone makes a decision of learning new skills and things throughout life. Term of continuous learning may also be seen the same way but it is used on temporary context. For example, someone taking a course that will improve their knowledge on something they need in their work. (Valamis, 2020.)

In this thesis the term “lifelong learning” is used besides the term “continuous learning”. Most research material is written using the term of lifelong learning and only in the latest publications the term is continuous learning. Since Finnish Ministry of Education and Culture also uses the term continuous learning, it is used in this thesis. In one article is mentioned also term “longlife learning” with a meaning of constant life learning in formal learning institutions and outside them, but normally the terms used in research literature and articles are “lifelong learning” and “continuous learning” (Agapov, A., Kiuru, K., Kharina, I. & Popova E. 2019).

The Ministry of Education and Culture released “Proposal for Finland” in October 2017. According to this proposal, in 2030 flexible and personalised study paths will enable lifelong learning in different life situations (Proposal for Finland, 2017). Though in Finland, the possibilities to educate oneself are good and participation rates are high, it does not mean that the participation in continuous learning could be taken for granted. Many elements such as labor market status and occupational category have an influence on adult participation in lifelong learning. Adults with the greatest needs for education and training are the ones that have the least access to lifelong learning. (Adult Education and Training in Europe. 2015.)

1.5.2 Job Description of Programme Coordinator

In this thesis, the focus is in the job description of Programme Coordinators in Metropolia University of Applied Sciences. It may vary from a job description in

other Finnish Universities of Applied Science, but the relevancy is among the Programme Coordinators working in this organization.

Work of Programme Coordinator is explained in Ammattinetti offered by TE-Services: “Programme Coordinator designs, produces and develops educational services or staff training. The duties of the Programme Coordinator may also include practical arrangements and marketing of education. Programme Coordinators work in municipalities, the state, organizations and companies. The profession requires an understanding of the importance of education, organizational skills, an independent attitude to work and good collaboration skills.” (Ammattinetti. 2020). The job title of Programme Coordinator is in Finnish “koulutussuunnittelija”. It refers to designing education though in Metropolia Programme Coordinators do not rigorously design education. Their work consists mainly of supportive tasks such as timetables, resources and administrative tasks.

There is no specific education for Programme Coordinators so the vocational development takes place at work. According to Poikela, a good professional competence is a prerequisite for producing good education programs. (Poikela, 1999, 41). The educational background of Programme Coordinators varies a lot. Most of Programme Coordinators in Metropolia have either bachelor’s degree or master’s degree. Some Programme Coordinators have also Student Advisor qualification or vocational teacher education.

In questionnaire sent to all Metropolia’s Programme Coordinators by Metropolia’s HR in spring 2019, was asked how the work divides into different tasks. The results elaborated later in this thesis show that there is a lot of divergence in work tasks among Programme Coordinators. According to questionnaire sent to all Metropolia’s Programme Coordinators in May 2019, main tasks are guidance and counselling, designing and planning, administrative tasks, communication and other task. (Questionnaire for Programme Coordinators and Coordinators in Metropolia UAS, 2019)

There is not very much research concerning the work of Programme Coordinators and the research available is about individual higher education institutes. Since the job description varies from institution to another, it is challenging to find any

coherent description. This is why this thesis concentrates only on the job description of the Programme Coordinators in Metropolia. This gives an opportunity to study more closely this seldom-heard target group and learn how they see their own work.

2 LIFELONG LEARNING

Malcolm Shepherd Knowles (1913-1997), an American adult educator is said to be the father of adult education. He created the idea of andragogy, synonymous to adult education. Andragogy comes from Greek and it literally means “leading man” when pedagogy literally means “leading children”. Before his principles and methods, adult learners were mainly taught using the same methods that are used for children. (The Adult Learning Theory - Andragogy; Wikipedia; Your Dictionary, 2019.)

Lifelong Learning is not a new topic. European Parliament and Council declared year 1996 “European Year of Lifelong Learning”. Aim was to create awareness and promote Lifelong Learning. The objectives were:

- the importance of a high-quality of general education;
- promotion of lifelong learning ;
- increasing the interest of personal development;
- creating better cooperation between education and training institutions and the enterprises;
- raising the awareness of the social partners and parents;
- development of the European dimension of continuing education and training and promotion of mobility in Europe. (Cordis, European Commission 2019.)

“Learning: The Treasure Within” also known as Delort’s Report, was published by Unesco the same year. In Delort’s report is named the four pillars of education as follows:

1. Learning to know
2. Learning to do
3. Learning to be
4. Learning to live together (Delor 1996, 20.)

In a changing world, it is important to learn throughout life. New knowledge and skills are needed in personal and working lives. Learning to learn is the basis of this idea. Good quality information has to be also easily accessible. (Delor 1996, 20; Laal 2012.) The pillar *learning to live together* is proposed in the report as the foundations of education. Understanding others traditions and history would ease

co-operation and help us solving conflicts peacefully. Scientific progress is increasingly fast and the importance of knowing things grows all the time. *Learning to know* pillar gives the basis to lifelong learning and education. *Learning to do* does not mean only learning to do something, but widely it gives tools to handle different circumstances and to act in spontaneous situations. The fourth pillar *learning to be* was ruling theme of Edgar Faure's report published by UNESCO already in 1972. In his report "Learning to Be: The World of Education Today and Tomorrow" Faure points out independency of an individual combined with common goals of the whole society. In Delor's report, this is taken even further away by propounding that none of individuals talents should be left unused. At the same time the report points out that, human experience has to be taken into account when planning education. (Delor 1996, 21-22.)

2.1 Formal, Informal and Non-formal Learning

Learning can be divided into formal, informal and non-formal learning. European Centre for the Development of Vocational Training defines formal learning as learning that typically leads to certification and occurs in an organized environment. Formal learning is intentional for learner. Informal learning is a result of leisure time or something learned at work. It is not as intentional as formal learning and learner may not even notice the learning process. However, the learning outcomes may be validated. Non-formal learning contains learning element but is not designated to learning. Non-formal learning outcomes may also be validated. (Cedefop. 2014, 99, 111, 183.) The versatility of different forms of learning have been recognized and accreditation of prior experiential learning has come alongside accreditation of prior certificated learning. This has been noticed also in the reform of continuous learning and recognition of prior learning and accreditation of prior learning will be developed (Ministry of Education and Culture, 2020).

2.2 Benefits of Lifelong Learning

In Delort's Report is mentioned how education is in the centre of both personal and community development. (Delor 1996, 17). Benefits of lifelong learning have

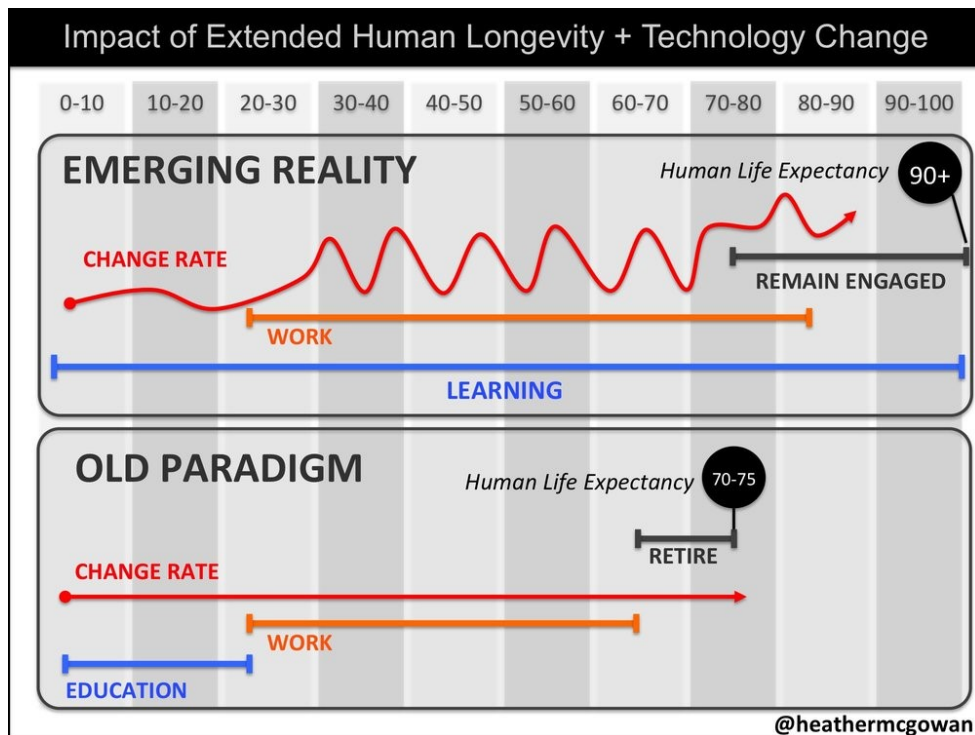
been discovered on certain level, but there is still work before all adults internalize the importance of continuous learning.

Commission of the European Communities (CEC) named six key messages in their Memorandum of Lifelong Learning in 2000:

- New basic skills for all
- More investment in human resources
- Innovation in teaching and learning
- Valuing learning
- Rethinking guidance and counselling
- Bringing learning closer to home (CEC, 2000).

After twenty years, these themes are still actual. Changes in working life are ongoing and it is important to maintain and improve skills throughout life. Knowledge economy is changing fast and globalization increases. It is not adequate anymore to have one vocational degree. One must update skills and knowledge for work and everyday life. (Laal 2011.) The fourth industrial revolution is already here. The former ones changed lives dramatically: 1st revolution - Mechanization, 2nd revolution - Mass production, 3rd revolution - Electronic systems and the 4th revolution - Cyber physical system. (Hietala & Härkin, 2020) The 4th revolution combines networking, globalization, digitalization and AI (von Schantz 2018).

As shown in the Picture 2 below, it was formerly normal to focus on single-track career: education, long career and retirement. Still it is possible to have career with one employer but the work will change many times within years and employee has to learn new skills and remain up-to-date in changing situations. The old paradigm consisted of education and after that a long work career and retirement. In new paradigm, learning is present all the time and the mindset is agile and adapting. Human life expectancy has risen and people will stay engaged throughout their lives. Resilience, flexibility and adaptability will be competitive advantages in future working life. (Work to Learn, 2020.)



PICTURE 2. Learning and impact of extended human longevity. (Work to Learn. 2020)

2.2.1 Benefits for Person

According to Hilderand D. S. there are five benefits of Lifelong Learning:

1. Sharpens the mind - Continuous learning is good for memory. For example symptoms of Alzheimer's disease begin to appear later in higher-educated patients than they do with other patients (Helsingin Yliopisto, 2020).
2. Sharpens the confidence - Studying regularly helps retaining learning skills and increases the confidence of learning new things.
3. Sharpens interpersonal skills - Opportunities to socialize and having relationships may improve out interpersonal skills.
4. Sharpens the career opportunities - New skills improve one's career opportunities and enables career growth.
5. Sharpens the ability to communicate - Communicating skills such as reading, writing, listening and performing in front of audience enhances. (Laal, 2012.)

All these benefits together form a combination that should make self-development and learning inviting and justified.



PICTURE 3. Key competences for Lifelong Learning (European Commission, Education and Training, 2020)

The Council of European Union adopted council recommendation on key competences for lifelong learning in 2018. The recommendation includes eight key competences as seen in Picture 3 above:

- Literacy competence - Raising the level of achieving the basic skills such as literacy, numeracy and basic digital skills
- Multilingual competence - Supporting learners to improve language competences and learning other languages
- Mathematical competence and competence in science, technology and engineering - Motivating especially girls and young women to engage careers in these fields of career
- Digital competence - Improving digital competences across all population segments
- Personal, social and learning to learn competence - Raising the level of future oriented life management
- Citizenship competence - Strengthening the awareness of common values
- Entrepreneurship competence - Promoting opportunities to entrepreneurial experiences during education

- Cultural awareness and expression competence - Increasing the importance of key competences and paying attention to their relation to society (Council of European Union. Recommendations on key Competences for lifelong learning, 2018)

In both of the lists above is compiled important skills and knowledge, things that are needed throughout life. Still not everyone is not ready to invest in these. One of the problems in offering continuous learning is how to motivate adults to keep studying.

2.2.2 Benefits for Place of Employment

The need of competent, capable and qualified labour force increases. At the same time, we have to adjust to idea that we will work more and more with AI in the future. When employees have solid base knowledge they adapt new things more easily and they have a wider range of competence.

Aikuiskoulutustutkimus 2017 shows that 43 % of men and 54 % of women in Finland at the age of 18-64 have attended adult education and training (Tilastokeskus, 2020). This is not enough according to The Finnish Confederation of Professionals STTK. STTK points out that developing education for young people will not be the answer for skills needed in future working life. They suggest that Finnish government should consider increasing the participation degree to 60 % by 2030. (Demokraatti, 2019.)

In a vision for the future up to year 2035, by Finnish National Agency for Education is predicted that digitalization and technological development are in the center of development. There will be new jobs, especially in high-tech companies. In this vision is also seen that ability to learn, personal competence development problem-solving skills and knowledge assessment skills will be important part of employees' expertise. (Osaaminen 2035, 2019.)

2.2.3 Benefits for Society

Suomen Yrittäjät has published a target program for future. They suggest that a national strategy for competence should be developed. This strategy would define the objectives of a system built on the principle of continuous learning. It would also respond to the competence needs of the digital society. They even suggest that Finland should have a “Minister of expertise”. (Suomi 2025, 11.) These ideas are fresh and welcome because this target program also defines what needs to be done to achieve the suggestions that will have which have an impact the whole society.

In Higher education and research until the 2030s roadmap, is listed the effective actions needed to reach the objectives. To become a nation with the most competent labour force requires wide and versatile education supply and highly motivated personnel ready to improve their competence. (Ministry of Education and Culture. Vision 2030 roadmap.) Workers who are willing to learn new skills are the ones that will cope better in changing working life. Continuous education and learning strengthens the economy. (Laal, Laal & Aliramaei 2013.)

2.3 Challenges of Lifelong Learning

In Finland, education is free of charge because it is funded by Ministry of Education and Culture. One question concerning designing continuous education is will there be more financial support for Universities of Applied Science or is it exclusively 9 % of the UAS's core funding. Reform of funding models is part of the implementation of Vision 2030. (Ministry of Education and Culture, 2019.)

Continuous learning should be enabled from childhood until old age, but offering learning possibilities includes problems. There are dispositional and situational barriers to learning. Younger people and women experience more external or situational berries and older adults face more internal or dispositional barriers. Persons in lower socioeconomic groups face both of these barriers. (Johnstone & Rivera, 1965, 220-221). Kathryn Patricia Cross identified the third barrier in 1981 by adding institutional barriers. The biggest institutional barrier she found was “don't want to go to school fulltime”, second biggest was “amount of time

required to complete the program” and the third biggest was “courses aren’t scheduled when I can attend”. Darkenwald and Merriam added in 1982 one more barrier called Informational barrier. Many of these barriers seem to be valid also today (Cross, 1991, 99.) This means that the person does not know the available educational possibilities. Informational barriers can be attitudes, beliefs, or perceptions about education. (Laal, 2012.)

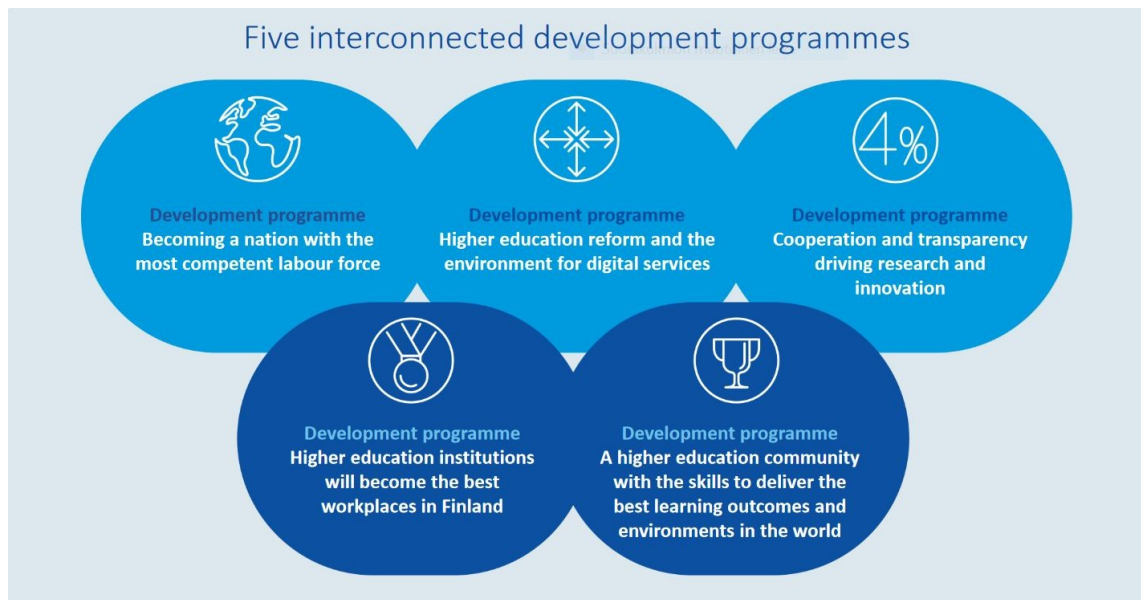
2.4 Lifelong Learning in Finland

In Finland the Finnish Lifelong Learning Foundation (est. 1874) and the Finnish Society for Research and Adult Education (est. 1940) published 1969 a yearbook of Finnish adult education. It was the first book in Finland dealing with Lifelong Learning. (Elinikäinen oppiminen 2001; Aikuiskasvatuksen tutkimusseura; Kansanvalistusseura.)

By the end of 1950s, 40 % of the age group went to secondary school. Developing vocational education, universities and higher education institutes made it easier to have academic degree and the level of education increased. (itsenaisyyys100.fi, 2017.)

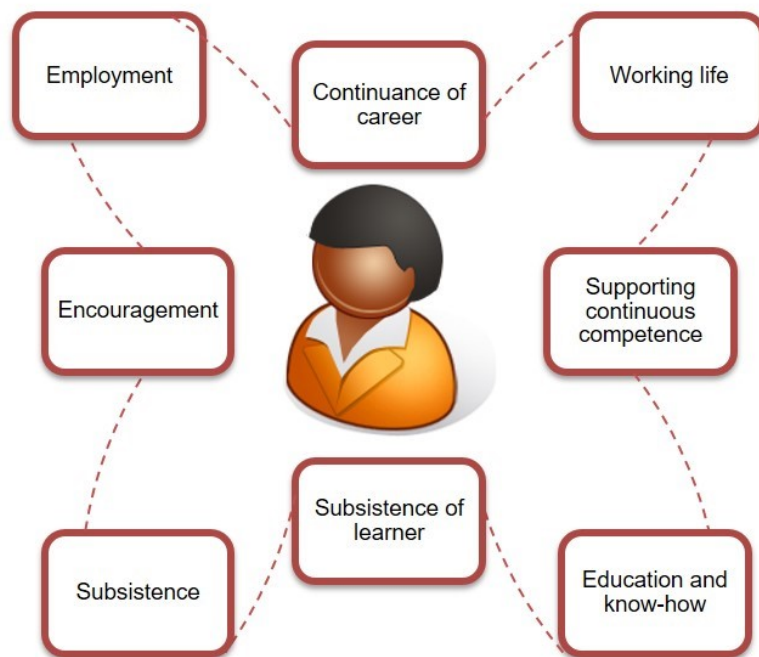
Finland has managed to change its industry-based economy into a knowledge-based economy in a quite short time (Sahlberg, 2009, 2). The meaning of well-functioning education system cannot be underestimated in his process.

The ongoing discussion about how Finland would become a true example of lifelong learning is a hot topic. Finnish government released their vision 2030 for Finnish education in 2017. In this vision is introduced five different development programs, which are connected to each other. (Korkeakoulutus ja tutkimus 2030 luvulle. 2017, 9.) As shown in Picture 4 below Finland aims to become a nation with the most competent labor force. Higher education and institutions offering it have a big role in this.



PICTURE 4. Five development programmes driving systemic change by Ministry of Education and Culture. 2019. (<https://minedu.fi>)

Finnish Ministry of Education and Culture appointed a working group and a steering group for continuous learning in February 2019. In May 2019, working group released their interim report of developing continuous learning. In this report, the objective is a society where everyone educates himself or herself throughout life. According to the report this will be put into practice by examining possibilities of working-age skills surveys, modernizing guidance, making work based and otherwise acquired expertise visible, creating proactive structural change and by making the benefits and possibilities of continuous learning visible for everyone. (Ministry of Education and Culture. 2019. Developing continuous learning. Interim report of the working group, 17-20.)



PICTURE 5. Modified version of the picture originally published by Ministry of Education and Culture “Reform of continuous learning”. 2020. (<https://minedu.fi/jatkuva-oppiminen>)

The reform of continuous learning emphasizes on working-age population. In picture 5 above is described the sectors that are meaningful for continuous learning. It is important take care of subsistence of learner, because it affects the encouragement and enthusiasm to education and competence. Continuous learning should be seen as inseparable part of each employee’s life and this requires holistic approach. (Ministry of Education and Culture, 2020.)

Sitra published Lifelong Learning in Finland survey in January 2020. According to his survey, 64 % of respondents thought that extensive general knowledge is valuable as itself and 59 % thought that lifelong learning is a fundamental right. Most respondents also thought that learning and competence increase the well-being. (Sitra. 2020. Elinikäinen oppiminen Suomessa 2019 kyselyn tulokset.)

This shows that Finns of all age enjoy learning. The main reason for not studying more is the lack of money or time. When working-age people want to study, they have to consider their subsistence as well as the time they can spend for educating themselves. (Sitra. 2020.)

In Vision 2030 roadmap, one of the objects is to improve the graduation rate so that over 50 % of 25-34 years old would have higher education degree in Finland. Universities and Universities of Applied Sciences have important role in this and also in creating the nation with the most competent labour force. (Ministry of Education and Culture, 2019.)

General Upper Secondary Schools Act came into effect in August 2019. It says that all upper secondary school students have to study a minimum of two credits of in higher education institution (university or university of applied sciences) during their general upper secondary school studies. These changes will be actual in August 2021, when new curricula comes into force. (Ministry of Education and Culture. 2020.) This co-operation between General Upper Secondary Schools and higher education institutes hopefully increases the interests of younger people in having graduation degree.

2.4.1 Continuous Learning in Metropolia UAS

From the beginning of 2019, there has been a department of Lifelong education in Metropolia. It is part of Continuing Education and Enterprise Services. The aim of the department is to offer education to all age groups. Metropolia Match is a service model designed to provide flexible study paths.

Metropolia has developed Metropolia Match service model as shown in Picture 6 below. Its object is to give adaptive education solution throughout life. Digital learning environments and platforms enable this and give everyone a chance to study. It offers flexible learning solutions in different life situations. Clients will be from all age groups, from children to elderly people. (Metropolia, 2019.)



PICTURE 6. Metropolia Match (Metropolia, 2019)

In autumn 2019 was founded a team of Continuous Learning coordinators. This team consists of eight members from different Schools in Metropolia. Team works under Continuing Education and Enterprise Services.

Continuous learning coordinators focus on taking care of continuous education offering in their own field. This group congregates monthly and the aim is to create supply for different student groups from children to elder people. This group has started its work by choosing certain client groups and offering services for them such as peeking courses for students of general upper secondary school or courses for students of vocational institutes. The aim is to give students a chance to familiarize themselves with UAS studies. These courses are only two credits but they give students an opportunity to try studying in a higher education institute.

Other customer groups are people, who already have Bachelor 's degree, but want to change jobs or need a new competence or enhancement of specified skills. They may contact by filling an electronic form and telling what kind of training or education they need.

Offering new services requires time for counselling and it may bring along other problems that have not been noticed yet. This thesis can be used for developing purposes of this group.

3 METHODOLOGY

The key in qualitative research is the respondent's experience of the subject researched. In phenomenological research the experience, concepts of meaning and the sense of community are important (Laine, 2018, 25.)

3.1 Phenomenology

The Helsinki Term Bank for the Art and Science defines phenomenology as viewing things or events as they appear to consciousness (Tieteen termipankki, 2020). In phenomenological research, the object is to get into the world of people under study and phenomenon examined through the experiences of people. (Juuti & Puusa, 2020, 286). The quality of the research cannot be measured by its objectivity, but in this research, Programme Coordinators had a chance to tell their own words how they experience their work because they are the best experts in this subject.

3.2 Phenomenological Methodology

Crucial to qualitative research are the subject's experiences and the object of the research is to give reasonable its task is to give a theoretically sensible interpretation (Puusa & Juuti, 2020, XX). According to Grönfors (2011, 10) Edmund Husserl's main object was to develop a philosophy free from all preconceived notions and expectations.

Phenomenology studies structures of conscious experience. The point of view is the first-persons experience (Stanford Encyclopedia of Philosophy, 2013). Phenomenological approach suits for this research because the object of the research is to find out how Programme Coordinators experience their situation at work (Puusa & Juuti, 2020, 9). Since I work as a Programme Coordinator myself, I am facing the same changes as my colleagues. The presumption in this research is that this may have influenced on the respondents. They may have left certain things unsaid because they have thought that they are already known. On the community level, it could be said that the community of Programme Coordinators has a collective understanding of issues in general and it represents an

image of their own community (Grönfors & Vilkkä, 2011, 10). Programme Coordinators work in close co-operation with each other. Not necessarily with all Programme Coordinators but at least in their own School.

3.3 Data Acquisition Methods and Analysis

The research group consisted of 42 Programme Coordinators in Metropolia UAS. A research permission to send a query to all Programme Coordinators and to interview some of them was requested from Metropolia. Metropolia made a survey for all Programme Coordinators in May 2019 and a permission was requested to use also these results in this research.

Target group was clear from the beginning of the research; it consists of Programme Coordinators in Metropolia. To find out what coordinators think of the increasing amount of continuous learning was first sent a questionnaire and subsequently some of the coordinators were interviewed. Permission to send research enquiry to all Programme Coordinators in Metropolia and to interview required amount of Programme Coordinators for the research, was applied and granted in the beginning of March 2019.

Link to Query form was sent by e-mail to 42 Programme Coordinators 20th May (Appendix 1.) There were eleven days to answer. At the end of year 2018, there was upfront information about the incoming query concerning the work of Programme Coordinators of Metropolia and cooperation was suggested to Metropolia's HR to avoid redundancy. HR was informed in advance of research query related to this research, but 21st May HR sent their own query to all Programme Coordinators. Two different queries sent on consecutive days may have influenced to the number of respondents. Especially when the first query was sent by a fellow worker and was purely optional to answer and the second query was sent by HR and because of that, was basically compulsory to fill in.

The research permission to use the material of HR's query was applied in June and permission was granted. The material of this query is used as a background material because of its questions focus on the job description of Programme Coordinators.

Both queries were in Finnish. Queries were translated into English for this research (Appendix 1 and Appendix 2). Questionnaire did not offer as much information as required for reliable quantitative research would have needed, but the respondents written answers gave valuable background information for the research. To get deeper point of view some of Programme Coordinators were interviewed. Respondents for interviews were chosen from all four Schools: Business, Culture, Health Care and Social Services and Technology and Continuing Education and Enterprise Services. In addition, the Research and Development Manager was interviewed because she is responsible for continuous learning services. Director of Education was also approached and asked for interview, but he never responded the request. All interviews were made in Finnish to ensure that all respondents understood the questions and they were able to answer in their own words without any language barriers.

Interviews are considered time consuming, they may contain many sources of error and the interviewer requires skill and experience in conducting interviews (Hirsjärvi & Hurme 2008, 35). Yet interviewing specifically chosen Programme Coordinators was well-grounded option. In the questionnaire, the relationship with the participants remains remote, but the interview provides an opportunity for further questions and a more detailed analysis of the answers (Kananen 2008, 77). Using both questionnaire and interviews as data collecting methods was legitimate choice because these methods together give respondents a chance to express their opinions anonymously and in a conversation where they can give their opinion more descriptively. These two research methods are used to complete each other and they are dealt with apart from each other (Puusa, A. & Juuti, P., 2020, 300)

Interview method was semi-structured interview. Most of the questions were decided beforehand and additional questions were asked when needed. The thematic interview emphasizes on people's interpretations of things, the meanings they give to things, and how meanings arise in interaction (Hirsjärvi & Hurme, 2018).

Interviews were designed by following Kvale's seven stages of interviews (Kvale 2010, 35): themazing, designing, interviewing, transcribing, analyzing, verifying and reporting. Material was analyzed by its content. The interview material was themed and viewed by connections between different things. (Hirsjärvi & Hurme 2008, 153.) The biggest challenge with interviews was the amount of respondents. It takes time to make interviews but transcribing interviews takes even more time. Though Kvale says that the amount of respondents seem to be either too small or too big, in this research the amount of respondents was defined to be less than that. Though normally it is suggested to have 15 respondents, saturation was reached with six respondents and questionnaire material. (Kvale 119, 102.)

The job description varies a lot depending the School they work in: Business, Culture, Health Care & Social Services or Technology. To get comprehensive sample of views of Programme Coordinators the respondents were chosen from different Schools. Though normally the suggested amount of interviewees would be 10 to 15 to achieve saturation, the determinant element was that all Schools were represented. This amount of interviews provided a clear idea of the thoughts of the Programme Coordinators. To explore more closely the aims Metropolia has for Continuous learning the Research and Development Manager of Lifelong Learning Services in Metropolia was interviewed. All interviews were made in Finnish to ensure that interviewees had similar chances to express themselves.

Hirsjärvi & Hurme point out five characteristics of interviews:

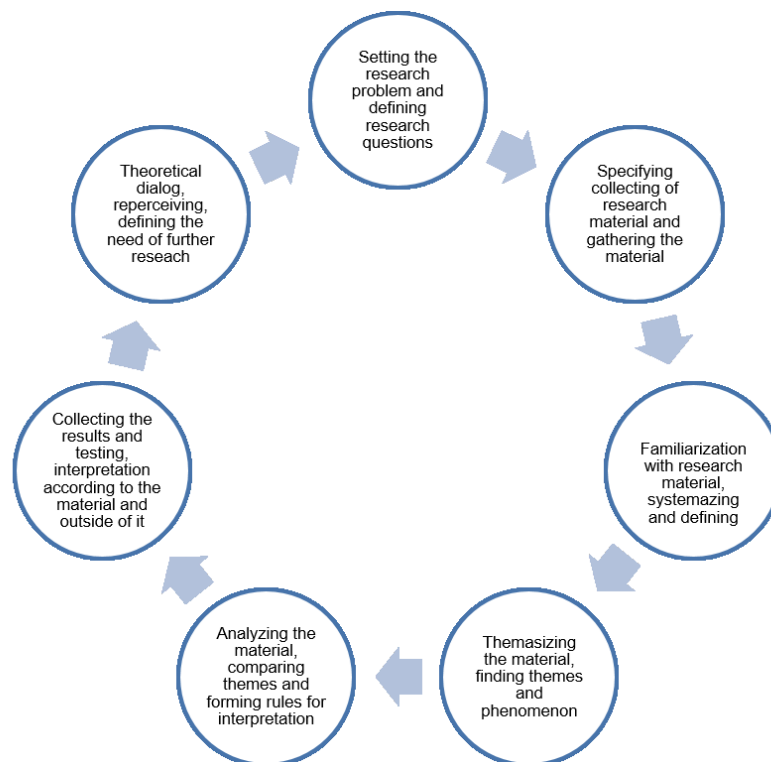
1. Interview is planned beforehand. Researcher has familiarized himself or herself with the research object in theory and in practice. The object is to get reliable information concerning the research problem.
2. Interviewee initiates the interview and controls it.
3. Commonly interviewee has to motivate the respondent.
4. Interviewee knows his or her role, but the respondent learns it during the interview.
5. Respondent has to be able to rely on the fact that all the information is treated confidentially. (Hirsjärvi & Hurme, 2018, 43)

For this thesis, the cohort of respondents was clear since they were all Programme Coordinators in Metropolia. Interviews may contain errors which may be

caused by interviewer or interviewees. This weakens the reliability of interviews. Making interviews requires skills and experience in conducting interviews. To ensure that the results are reliable in this research is used multiple research strategies also known as triangulation: questionnaire and interviews. Enhancing interpretability includes interviews of Programme Coordinators in different Schools of Metropolia and interview of Research and Development Manager of Continuing Education and Enterprise Services. (Hirsjärvi & Hurme 2018, 35, 39-40). In the questionnaire, the relationship with the participants remains remote, but the interview provides an opportunity for further questions and a more detailed analysis of the answers (Kananen 2008, 77).

Material was analyzed by its content. The interview material was themed and viewed by connections between different things. (Hirsjärvi & Hurme 2008, 153.)

I have worked several years as a journalist and publicist so making interviews is familiar and effortless. Yet making interview for research is challenging because the material gathered needs to be analysed. The phases of analysis is shown in the Picture 7 below.



PICTURE 7. The phases of analysis. Ruusu vuori, Nikander & Hyvärinen (2010) modified picture

The biggest challenge was the amount of interviewees and the time needed to transcribe interviews. The methodical advantage of interviews in this thesis was the possibility to choose the respondents so they have knowledge and experience on the subject (Juuti & Puusa, 2020, 100). It takes time to make interviews but transcribing interviews takes even more time. I had to limit the amount of interviewees so there was one interviewee from each of four clusters, one from Continuing Education and Enterprise Services and the Research and Development Manager responsible for Continuous Learning services. This amount of respondents and the questionnaire together will give perspective of the main question if the content of work will change.

Interviews were designed by following Kvale's seven stages of interviews (Kvale 2010, 35): thematising, designing, interviewing, transcribing, analyzing, verifying and reporting.

The theme of interviews was the work of Programme Coordinators and the aim of continuous learning set to Universities of Applied Sciences by Ministry of Education and Culture. Interviews were designed to collect information about the contents of the work and Programme Coordinators knowledge of continuous education. Interviews were conducted carefully and respondents were informed how the material will be handled. Transcribing was the most time consuming part. All interviews were transcribed into written text and answers were divided into themes. Analyzation was made by finding themes in the respondent's comments and dividing answers into groups of same kind of answers.

Only 12 of 42 coordinators answered the questionnaire sent for this thesis. The main reason for not very enthusiastic participation percentage can be explained by the fact that two questionnaire sent too closely to each other made participant to choose the one sent by official HR personnel. This questionnaire may have appeared mandatory and more official than the one sent concerning this thesis.

4 FINDINGS

Findings in this thesis have been composed from questionnaire made by Metropolia's HR, questionnaire sent to Programme Coordinators and by interviewing some of the Programme Coordinators.

In this thesis Programme Coordinator is a person working in Metropolia University of Applied Sciences with a job title of Programme Coordinator. It does not include Programme Coordinators in other Finnish Universities of Applied Sciences, though the job description of them may be close to the ones working in Metropolia. Job description of Study Coordinators has not been researched a lot, but it has a significant role in higher education institutes.

Programme Coordinators are specialists when it comes to their job and its contents. They were sent a questionnaire and some of them were chosen for interviews. The work of Programme Coordinators may change because of new emphasis set to increase the amount of continuous learning. Getting to know better the work of Programme Coordinators gives profound understanding of the skills and competences needed in the work.

The research is restricted to 42 Programme Coordinators working in degree programmes or Continuing Education and Enterprise Services in Metropolia UAS. It does not include coordinators with other responsible areas such as Student Affairs Office, RDI Services or Information Management and System Services.

4.1 Questionnaire Sent by Metropolia HR

Programme Coordinators are part of the non-teaching staff of Metropolia. The aim of the questionnaire sent to them was to survey the work tasks of Programme Coordinators and the emphasis of them. The objective was to get ideas for developing the job description. Questionnaire was sent on May 2019 and deadline was 31.5.2019.

Questionnaire was sent to total of 38 Programme Coordinators. Thirty of them responded and the response rate was 79 %. The different amounts of Programme Coordinators in this questionnaire and in one sent concerning this thesis, is explained by the fact that HR had different attributes of sending their questionnaire.

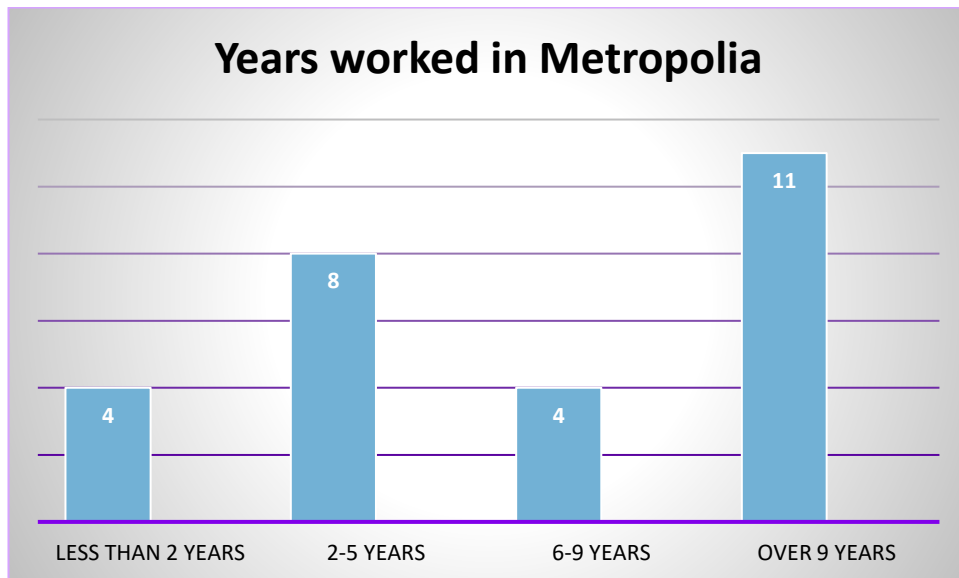


FIGURE 2. The years Programme Coordinators have worked in Metropolia.

As shown in Figure 2 above, most of the respondents have worked in Metropolia six years or more. Twenty-five of thirty respondents had answered the question. Only four of respondents have worked in Metropolia less than two years.

Respondents were asked how they see the work of Programme Coordinator and how the work should be developed in the future. Many respondents pointed out that work is specialist work and their work should be more appreciated.

“I see Programme Coordinator as pervasive expert who learns quickly new software, is cooperative, resilient and capable of solving problems”

“The expectations vary from being a secretary to knowing deeply the content of degrees, though most do not have vocational knowledge of the degree they are working for.”

The fact that people with same title have very different job descriptions was found both acceptable because degrees have so different ways of acting and unacceptable because also wages vary a lot from degree to another. It was also

seen that salary does not meet the demanding expert work of Programme Coordinators: the amount of work has increased but this cannot be seen in the title or in the salary.

The valuation of the work is seen low: the management and personnel do not know what Programme Coordinators work is like and what kind of competence it requires. Self-improvement and educating oneself is not rewarded. The work is seen shattered and incoherent. The title Programme Coordinator is seen undefined, especially when the respondents had a bigger role in student counselling. In Metropolia, there are Student Advisors, tutors and Programme Coordinators counselling the students. It depends on the degree if they have Student Advisors or not. In some degree programs, Programme Coordinators are responsible for counselling. In cases like this Programme Coordinators would like to have better salary because of the amount of demanding and challenging counselling work. It was also suggested that work of Programme Coordinators and student counselling should be differentiated from each other so that title of work would match better with job description. Programme Coordinators whose work is mainly counselling suggested that they could have own title for their work instead of Programme Coordinator.

Many respondents pointed out that student counselling is the most important part of their work. Clients and their needs are variable; applicants, degree students, open UAS students, profession changers and a wide range of lifelong learners in different situations. At the same time part of Programme Coordinators barely work with students, they work mainly with only teachers. In some of the degrees, teachers take care of all the counselling because they have the best substance knowledge and Programme Coordinators concentrate on administrative tasks.

Twenty-eight of the respondents answered the question concerning the estimation of sufficiency of normal working hours. Most of the respondents thought that sometimes there is not enough time to overcome the work tasks within normal working hours. Six of the respondents thought that they do not often have enough time and eight of respondents answered that they quite often have enough time to manage their work.

Programme Coordinators were also asked how they see the skills needed in the future. Digital competence, information systems and process development skills will be needed. Co-operation with other higher education institutes, problem solving skills, marketing and communication skills and themes of continuous learning were seen as future skills needed. Continuous learning was seen as new task that will probably increase the work of Programme Coordinators. It was also seen that there are not prepared procedures for all processes for example Open UAS studies.

It was seen that student counselling and education design should be separated because their starting points are different. Counselling is pedagogic and education design is administrative and teaching supportive work.

4.2 Questionnaire for Programme Coordinators

The names of the Programme Coordinators were looked up in People Finder in the intranet of Metropolia. Questionnaire was sent to 38 Programme Coordinators in Metropolia and 31,6 % (n=12) of them responded.

Most of respondent have worked in Metropolia over five years and half of all respondents for over ten years. None of respondents have worked in Metropolia less than two years.

Most of respondents answered that the school they represented have some continuous learning products such as open UAS studies, specialization professional studies, Master's Degrees, CampusOnline studies, 3AMK studies, co-operation with upper secondary education institutes both upper secondary vocational education and training and general upper secondary education or Professional Development Studies for teachers and school management. Only two of respondents replied that continuous studies have no role in their work.

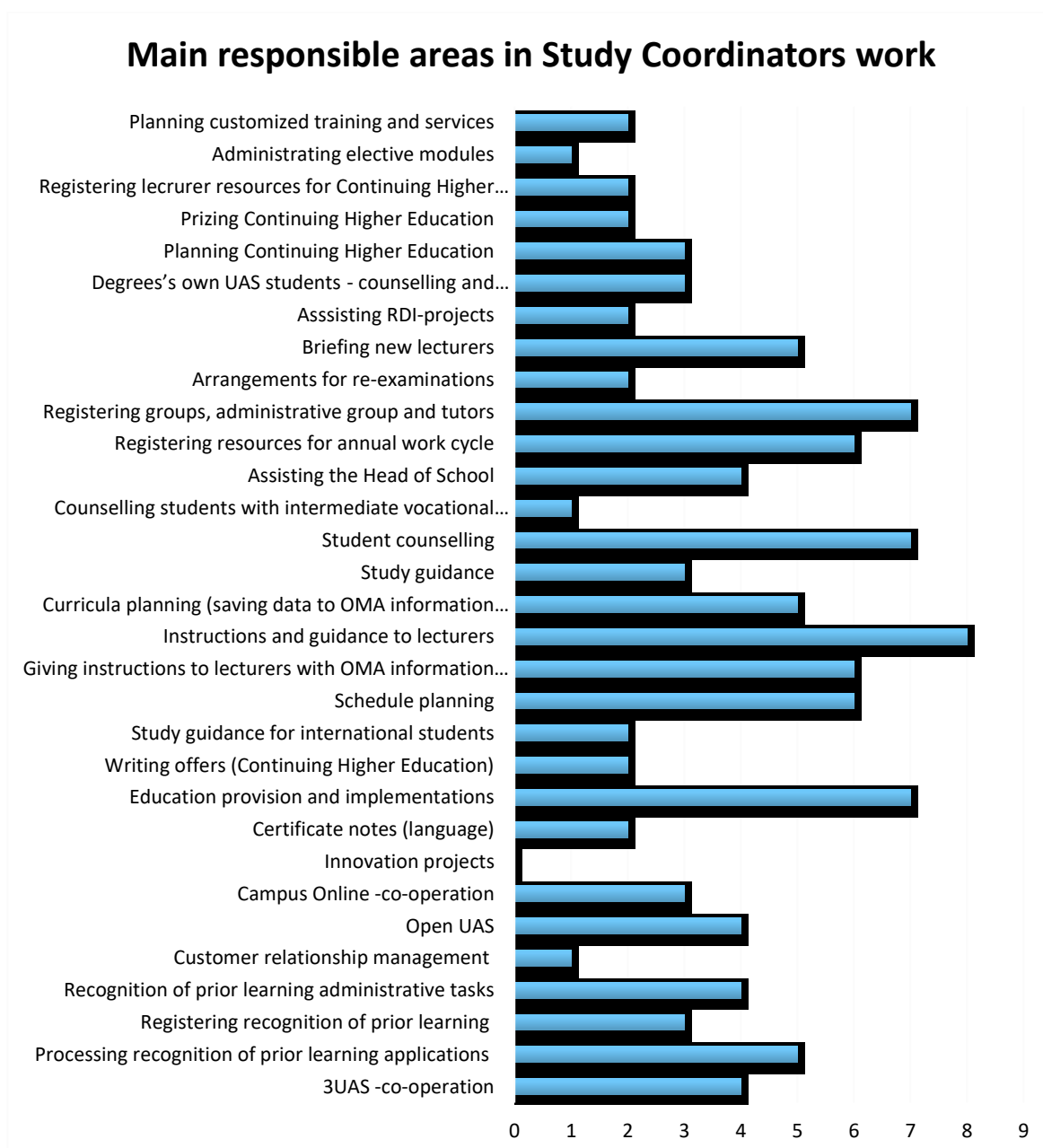


FIGURE 3. Main responsible areas of work.

In Figure 3 above is shown the main responsible areas of work of Programme Coordinators: student counselling, guidance of lecturers and giving instructions, education provision and implementations and registering the groups.

To the question of how the aim of continuous learning will change the work four of respondents said they do not no. Two of them thought that it would have some influence and maybe increase the amount of work without new resources. One brought out that Metropolia's aim is not explicit and one said that the job description and aims of the work have been clear for a long time and nothing will change in the work.

“Probably this means more work for Programme Coordinators without extra resources, when we start designing and implementing new courses.”

“If Ministry of Education and Culture or Finnish National Agency for Education will fund continuous learning more than earlier, probably also my job description will expand to differently funded forms of Professional Development Studies.”

To the question concerning the amount of work respondents thought that, the amount of work will not decrease. Most of them thought that the amount would increase. Some felt that it is difficult to predict this because the way of doing things will change at the same time.

“Anyway the amount of work will not decrease.”

“Probably the amount will not change, but the quality and the mode of operation will change.”

“It will certainly increase the amount of work.”

“Likely it will change. Teachers need help with OMA system and help to plan and to implement the processes of degree programmes.”

The main objective of this thesis is to find out if the work of Programme Coordinators will change and how they could be supported in upcoming changes. Programme Coordinators were asked if they need more information concerning continuous studies and how Metropolia is going to tackle changes. Eleven of twelve respondents told they need more information. Programme Coordinators were also asked how they estimated their knowledge of continuous learning, if it is wide enough to participate actively the study designing process. As shown in figure 4

**I need more information about
continuous learning
and Metropolia's plans concerning it**

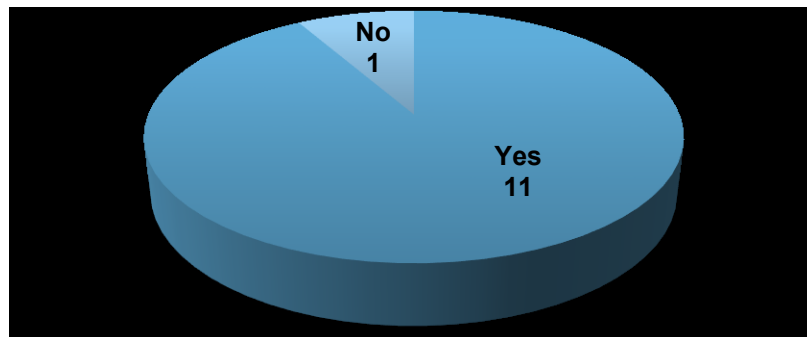


FIGURE 4. The need of information about continuous learning

Most of the respondents answered that they need more information about continuous learning and Metropolia's plans. Only one respondent thought that there is no need for more information.

**My knowledge concerning continuous
learning is adequate to actively participate
education design**

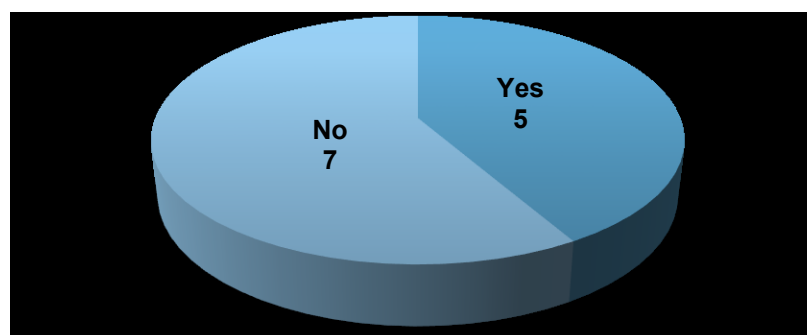


FIGURE 5. The knowledge of continuous learning

To the question of Programme Coordinators knowledge concerning continuous learning five of respondents told that, they have enough knowledge about the matter to be able to participate education design. Seven of the respondents

thought that they do not have enough information: resourcing and different educational structures, levels and sectors need more clarification. Co-operation with different Schools in Metropolia should be also increased and cleared.

Changes in General Upper Secondary Schools Act means that higher education institutes have to offer these studies. This is in progress in Metropolia and it has already been seen that interest is high among general upper secondary schools.

4.3 Interviewing Programme Coordinators

To ensure that all Schools of Metropolia were represented in interviews, respondents were selected so each School had one Programme Coordinator telling her opinions: Business, Culture, Health Care and Social Services and Technology. In addition, one Programme Coordinator and Research and Development Manager from Continuing Education and Enterprise Services was interviewed.

Most of the interviewed Programme Coordinators thought that aim of continuous learning would change their work somehow. Since the new Metropolia Match model was not very familiar among interviewees, they did not know what this all means when it comes to their work.

Interviews were made with Skype, which was used that time in Metropolia for remote meetings. Most meetings are nowadays online because it saves a lot of worktime. Skype was chosen because Schools are in four different campuses and since all interviews had to be made in own time this saved time of respondents and interviewer. Skype interviews can be assimilated with interviews via phone. The advantages of Skype interviews were that they were timesaving and since interviewer knew in advance the respondents, because they all work in the same higher education institute, it was not necessary to meet in person. It was not essential to see nonverbal language or the impressions of respondents.

All respondents were informed that interviews will be recorded and that all the material gathered will be used only for this thesis. Respondent's answers have

be modified so that no-one will be recognized by their answers. Three of the respondents have worked in Metropolia for ten years or more. One of them has worked for two years and one for nine years. Three out of five has worked in other educational organizations before working in Metropolia. The main responsibilities of respondent's work are: working in various tasks for degree programmes, student counselling, administrative tasks, plan for annual work cycle and continuous education.

The respondents were asked how the work of Programme Coordinator has changed in Metropolia. Operational environment has changed and the diminishing role of student affairs has increased the amount of work in degree programmes. Applications for recognition of prior learning were earlier handled in student administration and now they are both processed and registered in degree programmes. Open UAS supply is gathered and published by degree programmes, when officers of Open UAS earlier did it.

Respondents pointed out that operational environment and information system has changed: new information system "Peppi" was introduced in November 2016. The work consists of increased amount of student counselling and co-operation. The amount of work has increased and become unilateral. New practices and process planning are needed.

To the question, how aim of increasing amount of continuous learning can be seen in their work respondents answered that there has been discussion about different categories of education they could offer, such as CampusOnline studies and open UAS courses. There are also studies for people who have post-secondary education and want to update their degree to UAS degree. There is also co-operation with upper secondary education institutes: paths to degree studies, 2 credits courses to for general upper secondary school student to familiarize themselves with UAS studies.

"It was back in 1980's when we started to talk about lifelong learning. Now I see this term more like offering possibilities and modifying learning environments so people may come and study no matter their age. I would like to see it (continuous learning) as giving an opportunity to study for as many people as possible."

“We have discussed about CampusOnline studies. We could offer online studies in the field which does not yet have many virtual courses.”

“One problem in our degree programme is premises. We do not have enough space or there is no room in groups. Groups are already full of degree students.”

The changes made in degree programmes according to the aim of increasing continuous education are versatile. In some of them there are no changes because, there has not been discussion on how to proceed with this matter.

“We have had Professional Specialisation Studies and also funded projects that support continuous learning.”

Metropolia Match service model is the first significant output of this new unit. Four out of five respondents answered that it has been presented in their own unit. The follow-up question was how was it accepted.

“There has been debate, but we do not know what this really means. It would be nice to have concrete examples to understand this better.”

“We had a teamwork in our School meeting. Different groups started to think what studies we could offer to different target groups.”

“I have seen the presentation several times. It does not show in our everyday actions.”

“It is great that we have one Programme Coordinator who has designated work time to get acquainted with this.”

The existing offering of the continuous learning products varies from School to another. Some have none and others have several: open UAS paths and courses, continuous education, co-operation with companies and associations, professional specialization studies, qualifications etc.

Question concerning the future changes of the work of Programme Coordinator divides opinions. Some of the respondents think that work will require widening the competence, adopting new ways of working and increases the amount of work.

One respondent sees this question as a matter of student counselling and how much this work will increase.

“I see this as a social responsibility question. We have to offer guidance if people contact us. There is lot of demand for competence, but can we respond to the growth in demand with supply, is a question of adequate resources.”

“Are we reinventing the wheel or could there be potential for something totally new? There should be potential and this should be instilled to our culture. Knowing our culture, there has been many things like this that has not last.”

“The processes have to be informed to Programme Coordinators. If there is a client group that wants specific education, how will we start planning it and which part belongs to Programme Coordinator.”

“Continuous learning should be abled for everyone in the organization, not only for teachers. Seems that shoemaker’s children always go barefoot. Though we create new practices, continuous learning is not possible coequally.”

The opportunities to educate oneself provided by employee vary according to respondents. In training has mainly come up to expectations and demands of work according to respondents.

“I have mainly studied myself through creating different processes.”

“I have developed myself mainly by studying on my own. Metropolia has provided couple of educations.”

“We have had staff development programme I have attended. I have also studied on my own.”

“I have studied quite a lot. I have attended all the trainings that have been offered.”

Respondents were asked what kind of coaching or training they would need to be able to participate the process of designing continuous learning courses.

“We should know how processes proceed and who documents and registers things, what are the responsibilities. Who owns the process and who to contact when clients contact us.”

“Always when there are new tasks we have to take care of, there should be some kind of training. In this case, it would be important to add concreteness to this phenomenon. If you can call this phenomenon.”

“When we have a new title like “continuous learning” you start to think what this means to our degree programme. I am not expecting universal jargon about the programme of the current Government, but what we are going to offer and how are we going to carry it out.”

Meetings are time consuming but they are also important part of the work of Programme Coordinators. Respondents think that the amount of meetings has diminished and remote access meetings have increased which saves time for everyone.

4.4 Results

Results of the questionnaires and interviews pointed out that the expectations for Programme Coordinators vary from being a secretary to being an expert.

ICT skill, knowing information systems and process development skills are the main competences needed in the future. It would be beneficial if Programme Coordinators had previous working experience before they start working as Programme Coordinators. The knowledge of surrounding labour market situation is important when it comes to designing continuous learning.

More information is needed when it comes to continuous learning offered in Metropolia. Most respondents thought that they need more information or guidance. In addition, the term of continuous learning should be defined more clearly. There seems to be confusion about what the term includes. It will be challenging to carry out educational solutions that are not clearly defined. Since not even the professionals do not have the necessary knowledge of the possibilities Metropolia has to offer, it will be tough to attend the designing process.

The different types of educational possibilities are not known well enough. Because of this, there should be briefing for all Programme Coordinators. In that event should be told clearly what educational possibilities there is to offer.

More marketing is needed to let people know what Metropolia offers. This includes the Open UAS, customized educational solutions and increasing amount of other continuous education possibilities. Metropolia Match should be introduced to all employees in Metropolia.

The offering of staff training consists mainly of short training sessions, only scratching the surface. There has been couple of longer courses, but some of them have been cancelled. If personnel is not provided with competitive courses, they will educate themselves elsewhere.

5 DISCUSSION

In higher education institutes, we may offer people education, but we cannot force them to learn. Learning is a willingly made choice to improve one's competence and skills.

Finnish Ministry of Education and Culture is doing a good work by highlighting continuous learning. Still it should be considered how to motivate people more. There should be benefits offered to the ones who educate themselves. Increasing your competence does not tempt if it does not mean more salary or better job offers. Metropolia could lead by example and enable studying to their own staff and offer them benefits for educating themselves.

In a sudden unexpected situation we have now caused by Covid-19, it has been important to have labour that is capable of adjusting to changing circumstances. Programme Coordinators in Metropolia did excellent job by carrying out the changes. The global pandemic caused by Covid-19 forced all educational institutes in Finland and around the world to offer distance learning. There was no time for preparation because changes had to be made in a couple of days. This called for instant actions and according to what we know now, Finland managed to do this very well. This rapidly forced step into distance learning might have been the giant leap we were afraid to make, but since we had to, we succeeded with it.

It may be challenging to reproduce this research in other higher education institutes, but it could be beneficial to have a follow up research on how the situation changes in the work of Programme Coordinators in Metropolia. There have been many changes within couple of years and the change is ongoing.

When I started these studies, we had a task of 35 word strategy. My vision was that: "By 2020, we educate annually over 18 000 multi-taskers nationally on four campuses and internationally in digital learning environments, concentrating on high-quality learning and professional life cooperation that ensures high employment rate after graduation." It would be nice if this came true.

While writing this thesis, I have learned that there is only one letter's difference between learning and leaning. Everyone can decide which one he or she chooses. Life can be a journey of learning or leaning.

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APPENDICES

Appendix 1. Query for Programme Coordinators of Metropolia

Job description of Programme Coordinator

This query is to survey Programme Coordinators working in clusters of Metropolia UAS. The aim is to study the work tasks and their emphasis and to collect ideas for developing the job descriptions.

Academic guidance and its emphasis

Evaluate the emphasis of the task

- less than 10 %
- 10-29 %30-49 %
- 50-69 %
- 70-89 %
- over 90 %

ACADEMIC GUIDANCE

Choose **GUIDANCE TASKS** that are part of your work:

- ☐ guidance for applicants
- ☐ guidance for degree students
- ☐ consulting Part-time Lecturer
- ☐ other consulting for teachers
- ☐ counseling on individual study plan
- ☐ counseling open UAS students
- ☐ counseling transfer application students
- ☐ counseling 3UAS students
- ☐ counseling exchange students
- ☐ counseling students of professional specialisation studies
- ☐ guidance of accreditation of prior learning process
- ☐ accreditation of prior learning approvals
- ☐ career guidance
- ☐ counseling for Degree Programme Access to Further Studies
- ☐ guidance for alumnae
- ☐ guidance for work placement
- ☐ counseling for students of upper secondary education
- ☐ graduation process
- ☐ other, what?

Specify if you answered "other, what"

Comments and specification:

Designing tasks and its emphasis

Evaluate the emphasis of the the task

- less than 10 %
- 10-29 %30-49 %
- 50-69 %
- 70-89 %
- over 90 %

DESIGNING TASKS

Choose **DESIGNING TASKS** that are part of your work:

- ☐ planning for annual work cycle
- ☐ Curricula work: saving data to information system
- ☐ annual work plans for teachers, resourcing

- planning studies and coordinating them with teams of teachers (innovation studies, elective studies, summer courses)
- schedule planning
- projects
- co-operation with upper secondary education institutes
- creating implementation/modules/study paths for open UAS
- other, what?

Specify if you answered "other, what"

Comments and specification:

Administrative work and its emphasis

Evaluate the emphasis of the the task

- less than 10 %
- 10-29 %30-49 %
- 50-69 %
- 70-89 %
- over 90 %

ADMINISTRATIVE WORK

Choose ADMINISTRATIVE TASKS that are part of your work:

- tasks related to student register e.g. creating administrative groups, managing specialisation options
- correcting data in relational database
- checking individual study plans of graduating students
- administrating Thesis process
- documenting recognition of prior learning
- reports for superior
- preparing employment contracts and ja other tasks related to recruiting
- making enrollment forms and maintaining them
- checking purchase invoices
- invoicing
- other, what?

Specify if you answered "other, what"

Comments and specification:

Communication tasks and their emphasis

Evaluate the emphasis of the the task

- less than 10 %
- 10-29 %30-49 %
- 50-69 %
- 70-89 %
- over 90 %

COMMUNICATION

Choose COMMUNICATION TASKS that are part of your work:

- informing students
- informing personnel
- informing collaborators and other interest groups
- marketing degree programs
- marketing professional specialisation studies
- updating website
- other, what?

Specify if you answered "other, what"

Comments and specification:

Other tasks and their emphasis

Evaluate the emphasis of the task

- less than 10 %
- 10-29 % 30-49 %
- 50-69 %
- 70-89 %
- over 90 %

OTHER TASKS

Choose OTHER TASKS that are part of your work:

- arrangement of entrance examination
- arrangement of graduation ceremony
- arrangement of orientation days
- arranging other events
- support person of OMA information system
- support person for other information systems
- working in different networks and forums
- Open UAS tasks
- teaching
- work placement tasks
- international co-operation
- assisting with international projects
- working in projects
- gathering feedback
- other, what?

Specify if you answered "other, what"

Comments and specification:

Developing the job description of Programme Coordinator

- What kind of thoughts you have for developing the job of Programme Coordinator? What kind of development needs you see in the future? What kind of expertise will be needed in the future?
- My opinion of developing academic guidance in Metropolia:
- What kind of greetings you would like to send to Metropolia's Management Group?

The amount of work and background information

Estimating the amount of work

Estimation of sufficiency of the normal working hours in Programme Coordinator's work:

- not often enough time
- not sometimes enough time
- enough time quite often
- well enough time

I have worked in Metropolia as Programme Coordinator:

- less than 2 years
- 2-5 years
- 6-9 years
- over 9 year

Appendix 2. The work of Programme Coordinator and the aim of Lifelong Learning

I study in TAMK Educational Leadership Master's Degree. The topic of my Thesis is How the aim of Lifelong Learning will affect the work of Programme Coordinators in Metropolia

Background information

School you work for

Degree/degrees you work for

If you do not work for any degree what are your main responsibilities?

How long have you worked in Metropolia?

- ☐ less than year
- ☐ 1-2 years
- ☐ 2-5 years
- ☐ 5-10 years
- ☐ over 10 years

How long have you worked in your current position?

- ☐ less than year
- ☐ 1-2 years
- ☐ 2-5 yers
- ☐ 5-10 years
- ☐ over 10 years

Main responsible areas of your work

- ☐ 3UAS -co-operation
- ☐ Processing recognition of prior learning applications
- ☐ Registering recognition of prior learning
- ☐ Recognition of prior learning administrative tasks
- ☐ Customer relationship management
- ☐ Open UAS
- ☐ Campus Online -co-operation
- ☐ Innovation projects
- ☐ Certificate notes (language)
- ☐ Education provision and implementations
- ☐ Writing offers for Continuing Higher Education
- ☐ Study guidance for international students
- ☐ Schedule planning
- ☐ Giving instructions to lecturers with OMA information system
- ☐ Instructions and guidance for lecturers
- ☐ Curricula planning (saving data to OMA information system)
- ☐ Study guidance
- ☐ Student counselling
- ☐ Counselling students with intermediate vocational training
- ☐ Assisting the Head of School
- ☐ Registering resources for annual work cycle
- ☐ Registering groups, administrative group and tutors
- ☐ Arrangements for re-examinations
- ☐ Briefing new lecturers
- ☐ Assisting RDI-projects
- ☐ Degree's own UAS students - counselling and administration
- ☐ Planning Continuing Higher Education
- ☐ Prizing Continuing Higher Education
- ☐ Registering lecturer resources for Continuing Higher Education
- ☐ Administrating elective modules
- ☐ Planning customized training and services

Other, what?

Olen saanut tietoa jatkuvan oppimisen tavoitteesta Metropolia Ammattikorkeakoulussa

- ☐ Supervisor
- ☐ School meeting
- ☐ Team meeting
- ☐ Website of Ministry of Education and Culture
- ☐ E-mail bulletin
- ☐ TV-news
- ☐ Mediabfieriing

Elsewhere, where?

Kyllä Ei

I need more information about continuous learning and Metropolia's plans concerning that.

☐ ☐

My knowledge concerning continuous learning is adequate to actively participate education design.

☐ ☐

If you answered that, you need more information what kind of information or education would be useful for your work?

Continuous education at my work

How the aim of continuous education appears in your daily work?

How the aim will change your work?

Will this new aim affect the amount of your work?

Appendix 3. Interview Questions

- 1) Have you worked as a Programme Coordinator in another educational institute before working in Metropolia?
 - a. If you have, where?
 - b. How long did you work there?
 - c. How did your work as a Programme Coordinator differ from the one in Metropolia?
- 2) How long have you worked as a Programme Coordinator in Metropolia?
- 3) What are your main responsibilities?
- 4) How has the job of a Programme Coordinator changed in Metropolia?
- 5) How has the aim of continuous learning affected your work?
- 6) What changes have been made in your unit because of this new objective?
- 7) Has Metropolia Match service model been presented in your unit?
 - a. If so, what kind of reception did it receive?
 - b. If not, in what context should the model be presented?
- 8) In your area of responsibility, what is the offering of the lifelong learning objective?
- 9) How do you think the job of a Programme Coordinator will change with the goal of continuous learning?
- 10) How have you educated yourself while working in Metropolia?
 - a. Independently
 - b. By the employer
- 11) How has the in-service training met the requirements of your job?
- 12) What kind of additional training would you need for staff pursuing a continuing learning goal?